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ABSTRACT

This instrument was developed for use with parents of children participating in bilingual education programs. The questions (in both Spanish and English) solicit information concerning parental attitudes toward their children's schooling. The questions are provided along with suggestions for administering the questionnaire and for using the resulting information. (VM)

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QUESTIONNAIRE

PARENT ATTITUDE TOWARD BILINGUAL EDUCATION

Developed By:

Las Cruces Public Schools

E.S.E.A. Title VII

Las Cruces, New Mexico

Produced and Disseminated By:

The National Consortia for Bilingual Education

John Plakos, Director

Fort Worth, Texas

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I. INTRODUCTION

This instrument was developed for use with parents of children participating in bilingual education programs. In order to efficiently and effectively use the instrument, the following suggestions for its administration have been developed by the NCBE. The techniques suggested for administering the questionnaire are discussed as exclusive techniques; however, in its administration, the user may want to consider integrating several of the suggestions. Ideas for application of the information gathered from the questionnaire are also provided for consideration.

The questionnaire immediately follows these suggestions for administration and use.

II. SUGGESTED TECHNIQUES FOR ADMINISTERING THE QUESTIONNAIRE

The following techniques are suggestions for administering the parent attitude questionnaire. It should be noted that the suggestions are presented in order of desirability: the first technique, personal interview, is the most desirable method. However, the choice of administration technique(s) is left to the requirements and discretion of the implementers of this instrument.

A. PERSONAL INTERVIEW TECHNIQUE - This technique is best utilized when interviewers are able to visit the homes of the parents being surveyed. This procedure allows the interviewers to select the parent sample and provides assurance that the data will be gathered from those parents selected. The personal interviews should be conducted by individuals who either are familiar to the interviewees or who can easily establish a rapport with the parents. Such persons as community aides, teacher aides, and students are often more effective in gathering reliable data than are professional school personnel due to the fact that often they can relate better to the parents. The interviewers should be given an

in-service session on such areas as: how to conduct an interview, familiarization with the instrument, expected response patterns, etc.

Advantages of the Personal Interview Technique:

(1) Provides the most reliable type of information if the interview is handled adequately;

(2) Provides a means for interviewers to pick up additional information from parents regarding the program;

(3) Provides a personal contact with parents, some of whom may never participate in school meetings or programs;

(4) Provides the parents with information regarding the program and also can clarify misconceptions stated by parents during the interview.

Disadvantages of the Personal Interview Technique:

(1) More expenses are incurred with this technique than with the other techniques to be mentioned;

(2) More time is spent in gathering the information in comparison to the other techniques.

B. GROUP TECHNIQUE - This procedure is conducted by asking parents to come to a meeting and administering the questionnaire to the group with each parent marking his

own response on his questionnaire. The purpose of the instrument can be explained and items on the instrument can provide discussion points once the questionnaire is completed.

Advantages of the Group Technique:

(1) Reliable information can be gathered if the parents are properly introduced to the instrument;

(2) Less time and money are involved on the basis of cost/time per interview than are involved using the personal interview technique;

(3) Contents of the instrument can be discussed after the questionnaire is completed.

Disadvantages of the Group Technique:

(1) Only those parents who are inclined to come to meetings will be interviewed, thereby biasing the information gathered.

C. TELEPHONE INTERVIEW TECHNIQUE - The use of this procedure in collecting data is successful with some types of parents - mainly those who are involved with the program and understand the purpose of gathering parent attitude information. The person who is conducting the interview over the telephone must be familiar to the interviewee in order to get a somewhat valid response.

Advantages of the Telephone Interview Technique:

(1) Provides a savings in terms of time and travel;

(2) Allows the interviewer to provide information to the parent if necessary;

(3) Allows the interviewer to gather additional information concerning the project.

Disadvantages of the Telephone Interview Technique:

(1) Provides an uncomfortable position for many parents who may not know the person interviewing them or who are hesitant about responding to the questions;

(2) Difficult to get reliable information;

(3) Can interview only those parents who have a telephone.

D. MAIL-OUT TECHNIQUE - This procedure is initiated by developing a letter of explanation regarding the instrument and mailing both the instrument and the directions to the parents.

Advantages of the Mail-Out Technique:

(1) Inexpensive;

(2) Requires little time on the part of project personnel;

(3) Reaches all parents in your project.

Disadvantages of the Mail-Out Technique:

(1) Probable very low return rate for the questionnaire;

(2) No way to determine the reliability of the information gathered;

(3) No direct communication involved between the project and the parents;

(4) Literacy problems incurred with some parents.

III. SUGGESTED USES OF THE INFORMATION

The following suggestions may give you a few ideas on how the information gathered from this instrument may be used.

- To determine how well your project personnel have communicated with the parents involved in the bilingual program;

- To provide information that has implications for modifying your instructional program;

- To provide information that has implications for modifying the parent involvement component of your program;

- To provide information on specific children in terms of their emotional adjustment to the program;

- To indicate specific parents who need to be further involved in the program.

QUESTIONNAIRE

PARENT ATTITUDE TOWARD BILINGUAL EDUCATION

ACTITUD DE LOS PADRES ACERCA DE LA INSTRUCCIÓN BILINGÜE

Please mark one response for each of the following statements.
Márquese una respuesta para cada frase siguiente.

1. I feel that my child is getting .....
   Mi hijo(a) está recibiendo .....

   _____ a. a very good education.
   muy buena instrucción.

   _____ b. a good education.
   buena instrucción.

   _____ c. a poor education.
   instrucción inferior.

   _____ d. a very poor education.
   instrucción muy inferior.

2. In the past my child usually has received .....
   Anteriormente mi hijo(a) recibía .....

   (Do not answer if this is your child's first year in school.)
   (No se conteste si es el primer año de su hijo(a) en la escuela.)

   _____ a. a very good education.
   muy buena instrucción.

   _____ b. a good education.
   buena instrucción.

   _____ c. a poor education.
   instrucción inferior.

   _____ d. a very poor education.
   instrucción muy inferior.

3. I believe my child will continue to get .....
Creo que mi hijo(a) continuará recibiendo .....

_____ a. a very good education.
muy buena instrucción.

_____ b. a good education.
buena instrucción.

_____ c. a poor education.
instrucción inferior.

_____ d. a very poor education.
instrucción muy inferior.

4. My child is learning .....
Mi hijo(a) está aprendiendo .....

_____ a. many things about his heritage and culture.
mucho acerca de su herencia y cultura.

_____ b. some things about his heritage and culture.
algo acerca de su herencia y cultura.

_____ c. nothing about his heritage and culture.
nada acerca de su herencia y cultura.

5. School seems to be making my child .....
La escuela parece influir en mi hijo(a) a ser .....

_____ a. very friendly with children from other cultural backgrounds.
muy amigable con niños de otras culturas.

_____ b. friendly with children from other cultural backgrounds.
amigable con niños de otras culturas.

_____ c. the same in his friendliness toward children from other cultural backgrounds.
lo mismo en su amistad con niños de otras culturas.

_____ d. unfriendly with children from other cultural backgrounds.
poco amigable con niños de otras culturas.

_____ e. very unfriendly with children from other cultural backgrounds.
no amigable con niños de otras culturas.

6. It seems as though my child's teacher is .....
Parece que la maestra de mi hijo(a) está (es) .....

_____ a. very eager to talk to parents.
muy deseosa de platicar con los padres.

_____ b. eager to talk to parents.
deseosa de platicar con los padres.

_____ c. indifferent about talking to parents.
indiferente a platicar con los padres.

_____ d. reluctant to talk to parents.
renuente a platicar con los padres.

_____ e. very reluctant to talk to parents.
muy renuente a platicar con los padres.

7. I visit school .....
Visito la escuela .....

_____ a. 7 or more times a year.
7 o más veces al año.

_____ b. 5-6 times a year.
5 o 6 veces al año.

_____ c. 3-4 times a year.
3 o 4 veces al año.

_____ d. 1-2 times a year.
una o dos veces al año.

8. I am .....
Estoy .....

_____ a. very interested to hear about what is going on in school.
muy interesado en saber lo que pasa en la escuela.

_____ b. somewhat interested.
algo interesado.

_____ c. not interested.
desinteresado.

9. I feel that I am told .....
Creo que me dicen .....

_____ a. everything I want to know about my child's schooling.
todo lo que deseo saber de la instrucción de mi hijo(a).

_____ b. almost everything I want to know.
casi todo lo que deseo saber.

_____ c. very little of what I want to know.
muy poco de lo que deseo saber.

_____ d. nothing of what I want to know.
nada de lo que deseo saber.

10. Parents should be included .....
Se debe incluir a los padres .....

_____ a. much more in educational decision making.
mucho más en la formulación de decisiones educativas.

_____ b. more in educational decision making.
más en la formulación de decisiones educativas.

_____ c. about as much as they are now included in educational decision making.
como ahora se incluyen en la formulación de decisiones educativas.

_____ d. less in educational decision making.
menos en la formulación de decisiones educativas.

_____ e. much less in educational decision making.
mucho menos en la formulación de decisiones educativas.

11. School seems to be .....
La escuela parece .....

_____ a. helping my child like himself more than before.
ayudar a mi hijo(a) a estimarse a sí mismo más que antes.

_____ b. making no difference in my child's attitude toward himself.
causar ningún cambio en la actitud de mi hijo(a) hacia sí mismo.

_____ c. making my child like himself less than before.
hacer a mi hijo(a) a estimarse a sí mismo menos que antes.

12. My child seems to be .....
Mi hijo(a) está (es) .....

_____ a. very happy in school.
muy contento en la escuela.

_____ b. happy in school.
contento en la escuela.

_____ c. indifferent about school.
indiferente acerca de la escuela.

_____ d. unhappy in school.
descontento en la escuela.

_____ e. very unhappy in school.
muy descontento en la escuela.

13. How well do you understand what the school is trying to do for your child?
¿Cuánto sabe usted de lo que la escuela está tratando de hacer por su hijo(a)?

_____ a. quite well.
mucho.

_____ b. a little.
poco.

_____ c. not at all.
nada.

14. For my child, speaking, reading, and writing the English and Spanish languages would be .....
Para mi niño, el poder hablar, leer y escribir inglés y español sería .....

_____ a. a great advantage.
una ventaja enorme.

_____ b. an advantage.
una ventaja.

_____ c. no advantage.
ninguna ventaja.

_____ d. a great disadvantage.
una desventaja enorme.

15. The ability to understand, speak, read, and write more than one language makes .....
La habilidad para comprender, hablar, leer y escribir más de una lengua .....

_____ a. a good job with a high salary easier to get.
le facilita a uno conseguir un buen empleo con buen sueldo.

_____ b. no difference in job or salary.
no ayuda a uno a conseguir un empleo con buen sueldo.

_____ c. a good job with a high salary harder to get.
le dificulta a uno más conseguir un buen empleo y buen sueldo.